EDU 517: Educational Policy and Theoretical Foundations of Literacy (3 semester hours)

Hybrid (Blended) Course

Spring, 2012

I. General Information

Instructor Name	Phone	E-mail	Office Hours	Office Location	Meeting
Dr. Rebecca Powell	502-863-8158	Rebecca_Powell@georgetowncollege.edu	Call for Appointment	Bishop College Diversity Center	Tues. 6:00 – 9:00

II.Conceptual Framework

The mission of the Georgetown College Teacher Education Program is *to develop scholars who are competent and caring educators, committed to a spirit of service and learning*. To realize this aim, learning experiences are guided by a Conceptual Framework centered on three broad-based goals:

- To prepare teachers who possess the **professional skills and competencies** necessary for realizing a high level of achievement for all students;
- To prepare teachers who have the **professional values and dispositions** necessary for creating supportive and constructive learning communities;
- To prepare teachers who engage in continuous **reflective practice** in order to improve their practices and to make positive changes in their schools and communities.
  http://www.georgetowncollege.edu/education/files/2011/03/Conceptual-Framework.pdf

III.Course Description

In this course, graduate students will examine the relationship between political policy and trends in educational policy and practice. The course will include readings and assignments designed to assist in the development of a concrete understanding of how educational policy affects the classroom. Graduate students will then investigate the implications of current educational policy on a school.

IV.Textbooks and other required materials

Garan, E. (2007). *Smart answers to tough questions*. New York: Scholastic.
Larson, J. (2007). *Literacy as snake oil: Beyond the quick fix* (rev. ed.). New York: Peter Lang.

Additional Readings:

Anderson, G. L., & Herr, K. (2011). Scaling up "evidence-based" practices for teachers is a profitable but discredited paradigm. *Educational Researcher, 40*(6), 287-289.

Duke, N. K., & Martin, N. M. (2011). 10 things every literacy educator should know about research. *The Reading Teacher, 65*(1), 9-22.

Edmondson, J. (2004). *Understanding and applying critical policy study: Reading educators advocating for change.* Newark, DE: International Reading Association.

Edmondson, J. (2005). Policymaking in Education: Understanding influences on the Reading Excellence Act. *Education Policy Analysis Archives, 13*(11).

Institute of Education Sciences (2008). *Reading first impact study final report: Executive summary.* Washington, DC: US Dept. of Education.

Krashen, S. (2011, June 5). Our schools are not broken: The problem of poverty. Commencement Speech at the Graduate School of Education and Counseling, Lewis and Clark College. Retrieved 1/12/12: **http://www.substancenews.net/articles.php?page=2319&section=Article**

Maniates, H. & Mahiri, J. (2011). Post-scripts: Teaching reading in the aftermath of prescriptive curriculum policies. *Language Arts, 89*(1), 10-21.

Powell, R., McIntyre, E., & Rightmyer, E. (2010). Johnny won't read, and Susie won't either: Reading instruction and student resistance. In M. Cappello & B. Moss (Eds.), *Contemporary readings in literacy education* (pp. 25-42). Los Angeles: Sage.

Strauss, S. L. (2005). Warning: Current federal education policy may be hazardous to your health. In L. Poynor & P. M. Wolfe (Eds.), *Marketing fear in America's public schools.: The real war on literacy* (pp. 63-78). Mahwah, NJ: Lawrence Erlbaum.

Yatvin, J. (2005). Making whole language disappear: How the National Reading Panel worked its magic. In L. Poynor & P. M. Wolfe (Eds.), *Marketing fear in America's public schools.: The real war on literacy* (pp.81-91). Mahwah, NJ: Lawrence Erlbaum.

V. Attendance Policy

Class attendance is considered to be a key to successful academic performance. Individual faculty and departments may establish specific expectations regarding class attendance, and these are addressed early in the course of instruction. However, a student who consistently fails to attend classes, to prepare assignments, and/or to live responsibly in the academic community may be considered to have forfeited status as a student and may be suspended.
http://www.georgetowncollege.edu/catalog/academic-policies/
In this course, it is expected that students will attend all face-to-face sessions and participate regularly (several times per week) in the online discussion forum. (See discussion forum assessment rubric, below.)

VI. Required Field Experience Hours

Candidates will be examining literacy policies and practices in schools and will evaluate and provide feedback on a selected policy/practice. Therefore each candidate must either be working in a school or must establish a working relationship with a selected school.

VII. Professional Dispositions

Both in class and in the field, students are expected to demonstrate a commitment to the profession, students, families, and communities; an appreciation for diversity; a belief that all students can learn; and high moral and ethical standards. When a student's dispositions are inconsistent with the program's conceptual framework, faculty submit a "Dispositions Evaluation - Record of Concerns" specifying the concern(s) for which the student is being referred. These forms are placed in the candidate's file and provide program faculty and the Graduate Council with additional data in making the determination as to how best to intervene, including whether the candidate should progress to the next checkpoint. Candidates may be removed from the Graduate Education Program for severe dispositions infractions

VIII. Relationship to the Outcomes of the MA-TL Reading/Literacy Specialist Program:

This course is a required course in the Reading P-12 and Literacy Specialist P-12 programs. The major assessment in the course, Literacy Policy Analysis and Research Review, is a part of the continuous assessment plan for the program.

IX. Course Objectives

At the conclusion of this course students can expect to be able to. . .

Objective	National Standard	Georgetown College CF Standard (aligned to KY-TS)	Assessment(s)
Reflect on and analyze the implications of national, state, and local educational policies on literacy practices in schools.	IRA 1.1	CF 1.1A	On-line discussion forums; Literacy Policy Analysis and Research Review
Determine the theoretical assumptions that underlie current literacy policy and practices.	IRA 1.1	CF 1.1A	On-line discussion forums; Literacy Policy Analysis and Research Review
Summarize the historical and contemporary research that has affected literacy policy in the United States, and provide information on alternative views/challenges.	IRA 1.2	CF 1.1A	Inquiry Assignment; Literacy Policy Analysis and Research Review
Analyze literacy practices for adherence to the KY Core Academic Standards in English/Language Arts.	IRA 2.1; NCTE II(3)	CF 1.2	Literacy Policy Analysis and Research Review
Critique current educational policy and literacy practices for students who historically underachieve in schools in the United States.	IRA 4.1, 4.2, 4.3, 5.2 NCTE II (1); V (1) and (2)	CF 2.2, 2.3, 3.2	On-line discussion forums; Literacy Policy Analysis and Research Review
Demonstrate leadership by sharing policies of national organizations with peers, sharing results of the literacy analysis, and advocating for necessary change.	IRA 6.1, 6.2, 6.3, 6.4 NCTE VI (1)	CF 2.1A, 2.1B	Inquiry Assignment; On-line discussion forums; Literacy Policy Analysis and Research Review

X. Unbridled Learning:

Students are required to use the Kentucky Core Academic Standards in this course in examining literacy practices in schools. Practices are assessed to determine alignment with the KCASs in English/Language Arts. (See description of major assessment.)

Course Outline:

WEEK	TOPIC	READINGS	ASSIGNMENTS AND FORUM DISCUSSIONS
1 (on site)	Course Introduction Thinking About Your Beliefs and Practices		N/A
2 & 3	Thinking About Research and Policy	Duke & Martin; Strauss; chapter 2 (Gee) and chapter 3 (Coles) in LASO	✓ Student-directed on-line discussion of readings ✓ Inquiry Assignment: Investigate and prepare a summary report of one seminal historical research study in literacy. Include (1) a comprehensive review of the topic (including any research and/or opinions that counter the research findings), and (2) relevant references. Provide handouts for participants.
4 (on site)	Face-to-face discussion of topic	(same as above)	Come prepared to discuss all readings to date; come prepared to share your research summary

			report
5 & 6	Thinking About How Literacy Is Conceptualized and the Accountability System	Chapter 8 (Street, Lefstein, & Pahl) and chapter 10 (Osborn) in LASO; Chapter 20 in Garan text; Krashen speech; Reading First Impact Study, Executive Summary (final report)	✓ Student-directed on-line discussion of readings ✓ Inquiry Assignment 1: Read at least one blog on the topic of standardized literacy testing and share with others in the on-line forum as part of your discussion of the readings. ✓ Inquiry Assignment 2: Find various definitions for "reading" and "literacy" and share with others as you discuss how reading/literacy is conceptualized.
7 (on site)	Face-to-face discussion of topic	(same as above)	Come prepared to discuss all readings to date.
8 & 9	Thinking About Prescriptive Curriculum, Literacy Policy, and the Achievement Gap	Yatvin reading; chapter 4 (Irvine & Larson), chapter 5 (Gatto), and chapter 7 (Gutiérrez) in LASO; Powell, McIntyre and Rightmyer reading; Maniates and Mahiri article	✓ Student-directed on-line discussion of readings ✓ Inquiry Assignment: Interview teachers on the reading or writing program used at your school, and/or on a particular reading/writing practice. Find out what they like, what they don't like, and how they modify it to meet the needs of their students. Ask questions about the "Six C's" related to student and teacher motivation. Compare the program/practice to the KCASs in English/Language Arts. Think about whether it meets the needs of ELLs and other historically marginalized populations. (NOTE: This assignment will be incorporated into your Literacy Policy Analysis and Research Review.)
10 (on site)	Face-to-face discussion of topic	(same as above)	Come prepared to discuss all readings to date; come prepared to discuss the program or practice that you are evaluating and the results of your inquiry investigation.
11 & 12	Thinking About Your Role as a Literacy Leader	Edmondson chapter 5; Edmondson article; Anderson & Herr article	✓ Student-directed on-line discussion of readings ✓ Inquiry Assignment 1: Read one NCTE policy brief and share with others in the on-line forum ✓ Inquiry Assignment 2: Read one IRA position statement and share with others in the on-line forum
13 (on site)	Face-to-face discussion of topic	(same as above)	Come prepared to share your Literacy Policy Study analysis.

XI. Methods of Evaluation

On-Line Discussion Forums: This is a blended (hybrid) class, and therefore less than half of the class discussions will be face-to-face. Students are expected to take a leadership role in guiding the forums and to participate regularly in on-line discussions. Each student will be assigned a week or week(s) in which s/he will be responsible for facilitating forum discussions. This will include: (1) posing comments and questions for discussion based upon readings and inquiry assignments; (2) commenting on the posts of others and generating additional questions that will move the discussion forward; and (3) specifically contacting class members who have not contributed to the conversation, thereby helping to assure that every student has a voice and learns the course material. Grading will be based upon quality of posts, frequency of posts, and leadership in facilitating conversations. The following rubric will be used:

	Not Met	Met	Target
Quantity of on-line interactions with peers	Rarely posts on-line	Makes regular on-line posts in response to questions and peer comments (at least once a week)	Makes several on-line posts in response to questions and peer comments (at least twice a week)
Quality of on-line interactions with peers	Responses are short and provide little feedback or ideas that would promote discussion; there is little evidence of reflection on course readings or peer assignments	Responses provide some feedback; some ideas are provided that would promote further discussion; some reflection on the reading(s) is evident; response to peer assignments is helpful	Responses are of high quality, indicating in-depth reflection of the ideas in the readings; ideas are presented that further the reflection and understanding of peers; response to peer assignments is thorough and assists peers in reaching proficiency in meeting course objectives
Quality of forum facilitation	Does not take responsibility for facilitating on-line forum when assigned	Does an adequate job in facilitating on-line forum discussion; some effort is made to guide the discussion and respond to posts	Does an excellent job in facilitating on-line forum discussion; poses higher-level questions that lead to deeper reflection; responds regularly to peers; makes sure that all voices are heard

Inquiry Assignments: See course schedule, above. Points will be awarded for each inquiry assignment completed, as evidenced through the on-line discussion forum and class presentations. (15 points will be awarded for the research summary; 10 points will be given for remaining inquiry assignments)

Literacy Policy Analysis and Research Review: Complete information on this major course assessment is included in a separate handout.

XII. Grading:

Grading Scale (Graduate Courses)
A = 93 - 100
B = 85 - 92
C = 75 - 84
D = 65 – 74

Grade Calculation

Assignment	Points
On-line Forum Discussions	25
Inquiry Assignments	25
Literacy Policy Analysis and Research Review	50
Total	**100 pts**

NOTE: The course cannot be passed without certain assignments completed, regardless of total points accumulated.

The College grading system is as follows:
- A (Excellent),
- B (Good),
- C (Acceptable),
- D (Poor)***,
- F (Unacceptable),
- I (Incomplete*),
- IP (In Progress*),
- P (Passing*) (Pass Fail Courses Only),
- WP (Withdrawn Passing*),
- WF (Withdrawn Failing**),
- AU (Audit*).

* Not figured in computing the grade point average. Incomplete grades indicated on the record by an "I" and become an "F" if not removed by the end of the following term.
** "Withdrawn Failing" is figured in computing the grade point average
***A grade of 'D' will not count towards graduation.

XIII. Bibliography

NOTE: These resources should be helpful for conducting the inquiry assignments.

http://legacy.oise.utoronto.ca/research/edu20/moments/1967chall.html (Summary of Chall's reading study, published in *The Great Debate*)
http://www.nap.edu/catalog.php?record_id=6023 (Summary of *Preventing Reading Difficulties in Young Children*, edited by Catherine E. Snow, M. Susan Burns, and Peg Griffin)
http://www.nichd.nih.gov/publications/nrp/report.cfm (Report of the National Reading Panel)
http://www.ncte.org/ncle (National Center for Literacy Education)
http://www.lrc.ky.gov/ (KY State Legislature website)
http://www.ncte.org/policy-research/briefs (NCTE policy briefs)
http://www.ncte.org/positions (NCTE position statements)
http://www.reading.org/General/AboutIRA/PositionStatements.aspx (IRA position statements)
http://www.reading.org/General/AboutIRA/Resolutions.aspx (IRA resolutions)

Adams, M. J. (et al.). (1991). *Beginning to read*: A critique by literacy professionals and a response by Marilyn Jager
    Adams. *The Reading Teacher 46*(6), 370-395. Available: http://www.cedu.niu.edu/~richgels/adamsetal.pdf
Adams, M. J. (1997). The Great Debate: Then and now. *Annals of Dyslexia, 47*, 265-276.
Bond, G. L., & Dykstra, R. (1997). The cooperative research program in first-grade reading instruction. *Reading Research
    Quarterly, 32*, 348-427.
Readance, J. E., and Barone, D. M. (Eds.) (1997). Revisiting the first grade studies. *Reading Research Quarterly, 32*(4). Full
    text available through ERIC. http://www.eric.ed.gov/PDFS/ED437629.pdf
Shanahan, T. (1999). The National Reading Panel: Using research to create more literate students. Available:
    http://www.readingonline.org/critical/shanahan/panel.html
Weaver, C. (1996). *On research on the teaching of phonics*. Fact sheet prepared for the Michigan English Language Arts
    Framework project . Available: http://www.heinemann.com/shared/onlineresources/08894/08894f2.html

Professional Blogs:

The Answer Sheet – Washington Post Blog
The Tempered Radical Blog
Schools Matter Blog
National Education Policy Center Blog

XIV. Reflection Requirements

At the conclusion of this course, candidates are to post the major assessment(s) for this course in their electronic portfolio. They then are to reflect in writing in their electronic portfolio on how they benefited professionally from this course as it relates to (a) their professional growth plan; (b) the Conceptual Framework Outcomes, the Kentucky Teacher Standards, and specialty program standards; and (c) their research plan for their culminating action research project (if applicable).

In reflecting on the course and the major standards-based assessment included in the e-portfolio, candidates should consider the following: (1) How the entry shows proficiency in meeting the standards (you should address the various indicators associated with each standard); (2) How you have grown professionally from completing the entry (provide specific examples of changes in professional practice as a result of enhancing your skills, competencies, and professional knowledge through this assignment).

XV. Dropping a Course or Withdrawal

When students find it necessary to drop a course during a term, the drop/add must be completed through the Graduate office. Dropping a course or failure to attend once a class has started will incur a portion of the tuition charge as well as the drop fee. The date on which the drop/add card is processed and signed in the Graduate Education office is the date for calculation of refund. Failure to complete the withdrawal process will result in a grade of "F" in all courses and no refund. Students may drop a course without a grade being assigned prior to the mid-point of the semester. After the midpoint, faculty are required to submit a grade of "WP" (withdrew passing) or "WF" (withdrew failing). A grade of "WF"

will be calculated as an "F" in the student's GPA. The WP/WF dates are posted on the Graduate Education website. http://www.georgetowncollege.edu/education/files/2011/10/Graduate-Student-Handbook.pdf

XVI. Honor System

The Honor system helps create an environment that will assist in the development of the whole person by insisting upon honorable traits and behavior. Further, the process assists in the establishment of precedent, consistency, and fairness with regard to questions of academic integrity. Violations of the Honor System include cheating, plagiarism, stealing, lying (in academic matters), and double assignments, and are subject to college sanctions. For more information, see http://www.georgetowncollege.edu/studentlife/honor-system/

XVII. Students with Disabilities

Students with disabilities that affect their ability to fully participate in the course or who require special accommodations are encouraged to advise the instructor in order to ensure their successful participation in this course. The Counseling Center provides services to students with learning disabilities, attention-deficit hyperactivity disorders, and any other disabilities. **For more information, contact:** Georgetown College Student Wellness Center, (502) 863-7074. http://www.georgetowncollege.edu/studentwellness/disability-support-services/

XVIII. Harassment

Georgetown College prohibits harassment and intimidation on the basis of one's sex, race, color, religion, or national origin. Examples of conduct prohibited by these policies include but are not limited to repeated insults, humor, jokes and/or anecdotes that belittle or demean an individual's or group's sex, race, color, religion, or national origin, and physical conduct or verbal innuendo which, because of one's sex, race, color, religion or national origin, creates an intimidating, hostile, or offensive environment. http://www.georgetowncollege.edu/catalog/academic-policies/

XIX. Statement about online course workload

The workload in this class is equivalent to that of a traditional face-to-face course. In a traditional course, you would attend class for 3 hours a week for 12-15 weeks and would have approximately 2-3 hours of homework per every hour spent in class. Thus, you can expect to work a minimum of 9-12 hours a week on the requirements for this class.

XX. Additional Requirements:

    a. *Current Address:* You must assure that the graduate program has at all times your current e-mail, postal address, and telephone number

    b. **Work Submission/Formatting/Style Format: All work must conform to APA style guidelines.**

    c. **Late Assignments**: All assignments are due as directed on Scholar on the due date. If you need to turn an assignment in late, you must inform the instructor. Late assignments will incur a penalty unless prior approval from the instructor is given.

Part One: RESEARCH PAPER

Based upon your school's Comprehensive School Improvement Plan, select one area in literacy that has been targeted for intervention, and research the proposed intervention.

OR –

Select a practice that is common in your school, such as sustained silent reading, round robin reading, literature circles, or writing workshop, and research the effectiveness of this practice.

For Example:
As a faculty, you have identified that there is an achievement gap between White, middle-upperclass students and students of color. To address this gap, your school has elected to implement a particular literacy program XYZ in grades 1-3. This program has come highly recommended by teachers in other districts.

Your task will be to:
(1) Analyze the selected practice, literacy program or intervention for its assumptions about quality literacy instruction. What are the theoretical assumptions of this particular literacy practice? How would "literacy" (reading, writing, speaking and/or listening) be defined by this program or practice? What is emphasized in instruction?
 (2) Investigate thoroughly the history and research base on these assumptions and practices.   Are the practices based upon sound research? NOTE: There is a difference between market research and academic research! Every program touts that it is "research-based." While you can include information on this "market research," you'll want to either verify it or refute it through a comprehensive investigation of academic research.
(3) Note any challenges that have been made to the research that supports these practices. For instance, if there's evidence to support the practice or practices from the NRP report, have any literacy experts identified problems with these claims? Are the research findings actually mixed, and it's clear that the program's developers chose to ignore some of the research findings? You'll want to report any research discrepancies in your paper.
(4) Discuss research relating to achievement gap groups. Is there any evidence in the academic research (NOT market research) that suggests that this practice (or practices) is effective in closing the gap? Is there any evidence that suggests that the practice can be used effectively with English language learners? If you are evaluating a particular program, consider the effect it might have on ELLs' oral and written language development (positive or negative). Report any evidence or lack of evidence found. **PLEASE USE IRA STANDARDS 4.1, 4.2, and 4.3 as a guide as you write the section of your paper relating to diverse student populations.**

(5) Analyze the practice based upon Gee's (2007) notion of the "literacy trajectory." How will this program or practice enhance a student's possibility for future success by promoting academic language development and higher levels of comprehension?
(6) Analyze the selected practice, program or intervention for instructional characteristics that have been found to be positively associated with student motivation: choice, challenge, control, collaboration, constructing meaning, and consequences.
(7) Analyze the selected practice, literacy program or intervention for its adherence to the KY Core Academic Standards in English Language Arts. Does the program or practice focus narrowly on just a couple of standards, or will it help students to develop in several of the standards? If you're evaluating a program, are the lexile levels appropriate? Is there appropriate attention paid to higher-level thinking processes, vocabulary development, etc.?

For Example:
When you analyzed program XYZ, you found that it focuses primarily on letter-sound relationships and there is relatively little instruction in the area of comprehension. Reading is viewed narrowly as "breaking the code" versus gaining understanding through the printed word. Comprehension activities are limited to making predictions through "picture walks" and answering lower-level comprehension questions.

When you discuss the theoretical assumptions of a particular program, you will want to provide examples that support your claims. You will also want to look at the *full* report of the National Reading Panel, historical (seminal) studies on

phonics instruction (e.g., Jeanne Chall), and more recent research. Discuss whether research tends to support or refute the emphasis on phonics in early reading instruction. Also discuss whether there seems to be clear evidence, or whether there are quality studies that do not support this practice. In short, you will want to become an expert on this topic. (NOTE: The Garan text will serve as a useful resource as you conduct your investigation. Also see the Report of the National Reading Panel.)

When you consider factors relating to the achievement gap, you will want to examine whether the practice or program is culturally responsive to all student populations. *Please consider the various aspects of IRA Standard 4 as you write this section of your report*. Is the instruction that is provided responsive to and capitalize on diversity? Does the program or practice encourage strong school-home connections? Does the instruction positively affect students' knowledge, beliefs, and engagement with diversity? You'll also want to consider whether the practice or program will assist ELLs in developing language. For instance, a program that focuses on letter-sound relationships and uses contrived texts will not help students to develop English syntax and vocabulary. It also may not link to students' backgrounds and cultural knowledge.

Motivation is an important factor in student learning, and one that the National Reading Panel suggests ought to be considered in examining literacy instructional practices. Thus, you should evaluate the program or practice based upon the variables that have been found to affect student and teacher motivation: choice, challenge, control, collaboration, constructing meaning, and consequences (the "Six C's").   Does the program require mostly "open" or "closed" tasks? How motivating would this program be *for both teachers and students*?

Finally, think about how the program or practice supports the KCASs in ELA. Does the program or practice support students' growth in one or more of the standards? Are lexile levels appropriate for the grade level(s)?

Part Two: LEADERSHIP COMPONENT

Next, you will publicly share your findings in some way. You can select from the following options:
- Share with educators at your school (at a faculty meeting, for example)
- Share with your school's SBDM Council
- Write a policy brief and send it to a local KRA chapter
- Present your findings at a local KRA chapter
- Write an article for a statewide journal
- Develop a conference presentation for a statewide conference and submit it for presentation
- Another public forum of your choice (to be determined in collaboration with the professor)

In the final section of your paper, you should discuss how you have shared your findings with others, and/or how you intend to share those findings. In this section, you'll discuss your action plan for promoting change based upon your findings, and also provide evidence of implementing the action plan. (For example, you can attach minutes of meetings, email correspondence on future presentations, a written policy brief, a conference submission, etc.). **Note that to meet this standard at the target level, membership and/or active participation in a professional organization is required.**

You will also present your findings to your peers on the last night of class. Please prepare a summary of your findings (in the form of a written summary or printed copies of powerpoint handouts) for other teachers in this class. Your handouts should include (a) a short overview of the program or practice; (b) a statement summarizing findings and conclusions from your research; (c) recommendations for applying these findings in practice; and (d) a list of references that participants can consult for further information.

SCORING RUBRIC: LITERACY POLICY ANALYSIS AND RESEARCH REVIEW

	Not Met (0-2)	Met (3)	Target (4)
Major Theories and Empirical Research IRA 1.1 CF 1.1A Knowledge of Content	There is limited evidence that the candidate is able to analyze programs and practices for their theoretical perspectives. Discussion of empirical research is limited. Linguistic and sociocultural factors have not been considered.	There is evidence that the candidate understands major theories and empirical research on reading/writing development, processes, and components. There is an adequate discussion of the literature on the program and/or practices being examined, as well as an analysis of the underlying theoretical perspectives of the program or practice. Most seminal studies have been included. Linguistic and sociocultural factors have been considered, including an awareness of how knowledge in L1 transfers to learning English.	The candidate has included a comprehensive discussion of the theoretical perspectives that inform the literacy program or practice. The candidate has also included a comprehensive discussion of the empirical research on reading/writing development. All or nearly all seminal studies have been included, and there is a discussion of alternative perspectives/critiques/limitations of these studies There is a thorough discussion of linguistic and sociocultural factors, including the research on how a student's first language transfers to learning English.
Historically Shared Knowledge IRA 1.2 CF 1.1A Knowledge of Content	There is no or limited discussion of historically shared knowledge as it relates to the literacy practices being addressed.	The candidate has provided an historical perspective on the literacy program or practices being addressed and has included relevant research and scholarship from the historical knowledge base.	The candidate has thoroughly summarized the shared historical knowledge base relating to the literacy program or practices being addressed.
Using Foundational Knowledge to Design or Implement Curriculum IRA 2.1; NCTE II (3) CF 1.2/KY 2 Designs/Plans	There is limited evidence that the candidate is able to evaluate the literacy program or practice to ensure that instructional goals are met. There is no or limited evidence that the candidate has considered how the program or practice relates to the KCASs in ELA.	There is evidence that the candidate is able to evaluate the literacy program or practice to ensure that instructional goals are met. There is evidence that the candidate has an understanding of how the program or practice is related to (or is not related to) the KCASs in ELA.	There is comprehensive evidence that the candidate is able to evaluate the literacy program or practice to ensure that instructional goals are met. There is evidence that the candidate has a thorough and complete understanding of how the program or practice is related to (or is not related to) the KCASs in ELA.
Recognize, Understand, Value Diversity IRA 4.1; NCTE V (1) CF 2.2 Appreciation for Diversity	There is no or limited evidence that the candidate can articulate how various forms of diversity interact with literacy development. There is no or limited evidence that the candidate understands the relationship between language	The candidate is able to articulate the relationship between a student's cultural knowledge and literacy development. The candidate shows a basic understanding of the relationship between language acquisition and literacy.	The candidate has clearly articulated the relationship between a student's cultural knowledge and literacy development. There is evidence of a thorough understanding of the relationship between language acquisition and literacy.

	acquisition and literacy.		
Culturally Responsive Instruction IRA 4.2; NCTE II (1), V (1) CF 3.2 Practical Reflection	There is no or inadequate consideration of how the program or practice encourages consideration of human diversity. There is no or limited discussion on how the program values/affirms diversity and encourages (or discourages) collaboration between the home and school.	There is some discussion on how the program or practice encourages diverse perspectives. There is some discussion on how the program values/affirms diversity and encourages (or discourages) collaboration between the home and school.	There is a thorough discussion on how the program or practice encourages diverse perspectives. There is a thorough discussion on how the program values/affirms diversity and encourages (or discourages) collaboration between the home and school.
Students as Agents IRA 1.1 (knowledge of motivational factors); 4.2, 5.2	There is no or inadequate discussion of how the literacy practices positively or negatively impact students' beliefs in and engagement with literacy. There is no or inadequate discussion on the motivational factors affecting student learning, e.g., student choice, challenge and control of the learning event.	There is some discussion of how the literacy practices positively or negatively impact students' beliefs in and engagement with literacy. There is some discussion on the motivational factors affecting student learning, including student choice, challenge and control of the learning event.	There is a thorough discussion of how the literacy practices positively or negatively impact students' beliefs in and engagement with literacy. There is a thorough discussion on the motivational factors affecting student learning, including choice, challenge, and control of the learning event.
Strategies to Advocate for Equity IRA 4.3; NCTE V (2) CF 2.3 Moral/Ethical Standards	There is no or limited discussion on how the program or practice addresses issues relating to bias, prejudice and social inequities.	There is some discussion on how the program or practice addresses issues relating to bias, prejudice and social inequities.	There is a thorough discussion on how the program or practice addresses issues relating to bias, prejudice and social inequities.
Supportive Environments for ELLs IRA 5.2	There is no or inadequate discussion on opportunities provided for authentic uses of language, particularly for ELLs	There is some discussion on how the program or practice provides opportunities for authentic uses of language, particularly for ELLs.	There is a thorough discussion on how the program or practice provides opportunities for authentic uses of language, particularly for ELLs.
Knowledge of Adult Learning IRA 6.1 CF 2.1A/KY 9 Professional Dev. CF 2.1B/KY 10 Leadership	There is limited evidence that the candidate has an awareness of factors that affect changes in practice. The discussion fails to demonstrate how to use the research base to promote change.	There is adequate evidence that the candidate has an awareness of factors that affect changes in practice. The discussion includes some recommendations for using the research base to promote change.	There is thorough evidence that the candidate has an awareness of factors that affect changes in practice. The discussion includes several appropriate and specific recommendations for using the research base to promote change. Recommendations are applicable for all instructional settings,

			including those with a diverse student population.
Positive Dispositions and Professional Growth IRA 6.2; NCTE VI (1) CF 2.1A/KY 9 Professional Dev. CF 2.1B/KY 10 Leadership	There is no or limited evidence that the candidate sets goals and pursues answers to questions. There is no or limited evidence that the candidate assists others with their professional growth. Enthusiasm toward reading and writing has not been demonstrated.	The candidate is able to set goals and pursue answers to specific questions as they relate to literacy instruction. The candidate has assisted colleagues in learning about quality literacy instruction. The candidate has modeled a positive attitude toward reading and writing in interactions with colleagues, administrators and others.	The candidate takes seriously his or her role as a literacy educator by setting goals and planning specific strategies for finding answers to questions, and by working collaboratively with colleagues and assisting them with their professional growth. The candidate promotes the value of reading and writing by showing enthusiasm for literacy and by modeling professional behavior. The candidate shares his/her knowledge with the larger professional community through membership and/or participation in a professional literacy organization.
Professional Development Programs IRA 6.3 CF 2.1A/KY 9 Professional Dev.	There is no or limited evidence that the candidate can design and lead professional development for other professionals.	There is adequate evidence that the candidate can design and lead professional development for other professionals. The candidate is able to establish needs based upon an analysis of current practices and is able to work collaboratively to implement professional development opportunities for his/her team.	There is comprehensive evidence that the candidate can design and lead high quality professional development for other professionals. The candidate has conducted a comprehensive analysis of current practices and is able to work collaboratively to implement professional development opportunities for his/her instructional team and beyond (school level, state level).
Influence Policy Decisions IRA 6.4 CF 2.1B/KY 10 Leadership	There is no or limited evidence that the candidate is informed about professional issues and can advocate for needed instructional changes. There is no or limited evidence that the candidate has communicated and collaborated with others.	The candidate is informed about professional issues and advocates for needed instructional changes with his/her instructional team. There is evidence of effective communication and collaboration.	The candidate is informed about professional issues and advocates for needed instructional changes both within his/her instructional team and beyond (school level, state level). There is evidence that the candidate is able to communicate and collaborate with various stakeholders (other teachers, parents and guardians, administrators, policymakers, and the community).
Writing and Professional Appearance (0-2 points)	Mechanical/grammatical errors detract from the report, and/or the report lacks professional appearance	There are a few mechanical/grammatical errors, but they do not detract from the report. The report has a professional appearance.	There are no or very few mechanical/grammatical errors. The report has a professional appearance.